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ABSTRACT

Abstracts of 46 projects funded by the U.S. Department of Education's Even Start program in 1990 are presented. Each project is from a different public school, public school district, board of education, or regional educational cooperative. Among the projects reported are the following: Home Instruction Program for Preschool Youngsters (HIPPY) (Arizona); Project 2004 (Alabama); Family Tree Project (Arizona); Pioneer RESA Even Start (Georgia); Community Assistance Reaching Into Neighborhood Groups (CARING) (Georgia); Mobile Preschool Program (Pennsylvania); Family Literacy Program (Virginia); Project Life (Tennessee); Turtle Mountain Project for Parent/Child Learning and Teaching in Home and Learning Environments (North Dakota); Project Family (Mississippi); Willmar Home and School Partnership Project (Minnesota); PACT Program: Parents and Children Together (Massachusetts); Project FLIP: Family Learning--An Integral Partnership (Massachusetts); Family Literacy: Together, A New Beginning (Maryland); Family Tree: Teaching Readiness for Education and Employment (Indiana); and other Even Start projects in more than 20 states. Each abstract gives the program title, a contact person's name and address, the amount of the 1990 grant award, the period of time for which the project has been funded, the length of the academic year, and a description of the project. (LB)

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Even Start

1990 Program Abstracts

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ABSTRACT

Rogers Public School District #30

Contact Person: Karen Behnam
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Home Instruction Program for Preschool Youngsters (HIPPY)

Amount of 1990 Award:	$55,254
Project Period:	48 Months
Academic Year:	10 Months

The Rogers Public School District will implement a Home Instruction Program for Preschool Youngsters (HIPPY). HIPPY is a home-based program for the educational enrichment of disadvantaged preschool children and for the promotion of increased awareness by the parents of their own strengths and potential as their children's first and most important educator.

The program uses home activity packets which concentrate on language and discrimination skills and problem solving. A paraprofessional visits each mother at home every other week, bringing the storybook and a packet of activities for that week. Roleplaying is used to instruct the parent in the usage of materials. Parents will be required to work with their children fifteen minutes a day, five days a week, thirty weeks a year, for two years; the second year must coincide with the child's kindergarten experience.

The local Job Training Partnership Act (JTPA) office and the Benton County Adult Center will provide family referrals and training programs to provide high school equivalency (GED) and other services to parents including on-the-job training in factories, shops, warehouses, and stores; customized training at a vocational or business school; occupational training; training in basic reading and math skills; and pre-employment counseling services.

The project will also provide speech, physical, and occupational therapy services for developmentally delayed children.

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Chula Vista Even Start

Amount of 1990 Award:	$249,000
Project Period:	48 Months
Academic Year:	12 Months

The Chula Vista Even Start program will provide services to 321 families who are, for the most part, limited English proficient.

The program is focused on the home instructional aides model in supporting and strengthening families, helping families build support groups within the community, and linking the home based program with other services available in the community. The Even Start home instructional aides will motivate and support parents enrolled in locally available literacy training of English as a Second Language programs. Families will be visited by aides on a regular schedule to help parents plan and execute activities that foster child development and support family goals.

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Project 2004

Amount of 1990 Award:	$217,193
Project Period:	48 Months
Academic Year:	12 Months

The Mobile County Public Schools intends to serve 480 parents and children per year in its Even Start program. The project hopes to make a statistical increase in the number of students graduating from high school and its first participants will graduate in the year 2004. The project will track the children throughout their school years to determine the effectiveness of the program.

The program is multifaceted and includes the Keyboarding, Reading and Spelling Skills (KRS) program to facilitate its adult literacy training component; the Early Prevention of School Failure (EPSF) program for preschool participants; and Steps for Success for parenting training.

The ethnic composition of those being served is 100% African American.

ABSTRACT

Mesa Unified School District #4

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Family Tree Project

Amount of 1990 Award: $91,050
Project Period: 48 Months
Academic Year: 9 Months

Mesa Unified School District #4 will serve an urban population from a broad range of ethnic and socioeconomic backgrounds. The efforts of several departments within Mesa Unified School District (Chapter 1, ESL/Migrant, Early Childhood/Parent Education) will be coordinated and focused on providing:

(1) Increased opportunities for parents to attend parent education classes held in target neighborhoods traditionally underrepresented. The project expects to serve approximately 1000 participants through these expanded offerings.

(2) A focused intervention for 60 "at-risk" parents and children at Lowell Elementary School. Lowell is the first of 10 planned site-based models, and includes a high concentration of monolingual and Hispanic families. Three and four-year-olds will take part in preschool activities while their parents work on their own education in the room next door. Child care for toddlers will be provided on-site. Parents and children will also come together for shared learning activities. Home visits by the parent liaison will extend the learning and provide additional assistance for the family.

(3) Improved collaboration with community organizations to support and assist parents in the project as well as those ready to go beyond their literacy foundation into the world of work. In addition to representation from the business community, the media, and family service providers on the parents advisory board, established community services will be an integral part of the project's expansion in future years.

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Lodi Even Start Partnership

Amount of 1990 Award:	$248,837
Project Period:	48 Months
Academic Year:	9 Months

The target population to be served by Lodi Unified School District is primarily composed of those of limited English proficiency (LEP). The project intends to serve approximately 560 parents and their children between the ages of one and seven.

The program will provide a comprehensive educational and social service approach to the needs of its participants. The major objectives of the program are: to provide adult literacy training, including English language development and primary language development where appropriate, so that parents can increase the amount of literacy behaviors within the home and participate more fully in community life; to provide home and center-based early childhood education for children ages one through four their parents focusing upon the family unit and the home setting; to coordinate family supportive social services from other social service agencies; to provide practical hands-on training to parents to enable them to better support the educational growth of their children; to provide staff training to Even Start personnel as well as district personnel to enhance the ability of children to succeed in the regular classroom; to improve the rate at which participating children between the ages of four through seven succeed in the regular classroom; and to provide a model for other similar school districts.

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Even Start for Young Children and Their Families in Kent County, Delaware

Amount of 1990 Award:	$127,127
Project Period:	48 Months
Academic Year:	12 Months

The Kent County Even Start program will be a direct replication of the currently funded Christina School District Even Start program. It contains a number of unique features which contribute to its flexibility and appropriateness to the population it targets. High-interest, easy-reading selections, and fluency strategies are incorporated into the program for parents that need assistance in acquiring literacy skills. Parents' reading fluency and self-confidence collaboration efforts of this project are also unique in the involvement of volunteer readers and parent trainers from the Read-Aloud program, the fact that the project serves as a recruitment vehicle for adult education classes, and that classes are taught by adult educators who reach adult classes in the vicinity.

The overall program is also unique in its tinkertoy composition. It is designed to offer a wide variety of instructional and support services that can function together as a stand-alone program, or as adjunct pieces to other programs that offer some but not all of the services needed for the target population.

The instructional model used will be based upon Project Bond, the intergenerational literacy project developed in 1988-89 by the Delaware Coalition for Literacy.

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School Board of Alachua County Even Start Program

Amount of 1990 Award:	$228,623
Project Period:	48 Months
Academic Year:	12 Months

The School Board of Alachua County will provide a comprehensive and coordinated Even Start program to address the literacy needs of parents and children ages one through four. The project will assess the literacy status of parents and the developmental status of children and individualized programs will be designed to address identified deficits.

Parents' literacy needs will be addressed through instruction in basic skills and higher level thinking as well as in techniques for communicating effectively with their children. Computer assisted instruction, one-on-one tutoring, home visits, and videotapes will be used as alternative instructional techniques for persons whom traditional methods of instruction have not proven effective.

An instructional program for children will be designed to enhance their physical/motor, emotional, social, and cognitive/language development to improve their educational performance. Both parents and childcare workers will be trained to deliver instructional programs for children.

Coordination with existing community resources will address families' needs in the areas of health, social, and economic services, education, and employment to improve conditions that have a negative impact on the learning readiness of their children.

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Pioneer RESA Even Start
Parent-Child Education Consortium

Amount of 1990 Award:	$290,037
Project Period:	48 Months
Academic Year:	12 Months

The Pioneer Regional Education Service Agency (RESA) is one of sixteen statewide, shared-services agencies established by the Georgia legislature to assist local school systems in providing educational services in the public schools. The primary objective of the program is to increase the number of parents who are able to effectively become partners with their children in the educational process.

Major components of this family-centered, unified program will include home-based, individualized instruction and support, and on site activities housed in school and community facilities which include resource centers for lending libraries--books, toys, and other materials.

The project will serve 4,087 children between the ages of one and seven and their parents.

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CARING - Community Assistance Reaching Into Neighborhood Groups

Amount of 1990 Award:	$103,950
Project Period:	48 Months
Academic Year:	12 Months

The Community Assistance Reaching Into Neighborhood Groups (CARING) program will provide services for 230 parents and 221 children between the ages of one and seven.

The project has three dimensions: The development of adult literacy, parenting skills, and child development. The parent literacy program will be conducted in neighborhood community centers as well as the neighborhood school. Adult education classes will be offered through the adult and continuing education program of the Savannah-Chatham County Public Schools. Classes will be held bi-weekly throughout the year. The parenting skills component will include an interactive period after each class and demonstration teaching and modeling of acceptable parenting skills will be the focus of these sessions which will meet on a bi-monthly basis also. A home intervention component focusing on parenting skills will consist of bi-weekly visits for families with children between the ages of one and four.

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Southern Region Even Start Project

Amount of 1990 Award:	$191,302
Project Period:	48 Months
Academic Year:	12 Months

The Southern Region Even Start project intends to serve 180 parents and children by providing a family-centered education program based in public schools as well as in homes.

The program will initially utilize a home-based approach. Working as a team, the early childhood and adult education teacher will visit each home to establish a rapport with the families. Subsequently, an orientation session will introduce parents to the school to explain the school-based component.

The school-based component will include a full day educational program for children and parents two days each month. The educational component for children will be based upon the criteria for appropriate practices for children established by the National Association for the Education of Young Children, the High/Scope Preschool Curriculum, and environmental models developed at Southern Illinois University.

In addition to basic skills instruction in language development, mathematical development, and the development of reasoning skills, instruction will also be offered in consumer economics, government and law, parenting education, and the use of community resources and agencies.

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Even Start/Family Development Enrichment Services
A Family-Community Centered Program for Children 1 & 2 Years of Age

Amount of 1990 Award:	$192,897
Project Period:	48 Months
Academic Year:	9 Months

The Even Start program administered by Schaumburg District 54 intends to provide a family-centered home-based project expanding existing early childhood and parental training services in Schaumburg, Palatine, and Wheeling Townships in northwest suburban Illinois. Seven Illinois school districts (15, 21, 23, 25, 26, 54, and 57) are joint participants in this program focusing on family literacy. Each year the project will serve 180 preschool children ages one and two years, including their parents as full participants in the educational process. In addition, local and state contributions will provide continuing services to 150 three and four year old children and their parents through pre-kindergarten services.

The project intends to expand existing linkages of public schools, medical providers, mental health centers, park district, libraries, English as a Second Language (ESL) classes, adult literacy, family literacy, and adult basic education services in an extensive Interagency Collaborative Consortium serving one and two-year-old children and their parents.

Objectives will focus upon providing parents with child development information, parenting techniques, strategies, and support positive parent/child/family interactions and learning beginning at one year. Additional objectives will support the parent as learner through adult education, ESL, and literacy opportunities. Even Start facilitators will meet with parents monthly, develop Family Involvement Plans (FIP), provide a variety of didactic workshops, assist parental utilization of the parent resource center, and establish community support.

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ABSTRACT

New Albany-Floyd County School Corp.

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Family Tree: Teaching Readiness for Education and Employment

Amount of 1990 Award: $112,932
Project Period: 48 Months
Academic Year: 9 Months

The Family Tree Even Start program will serve up to 30 four and five-year-olds and their parents. The program consists of activities and community excursions during the school year and intensive use of community resources to extend parent-child experiences through the summer. Project participants will experience three full days in the school-based component of the program and two full days of home visits on a weekly basis.

Little Peoples and the Kentucky Parent And Child Education (PACE) program will be the primary sources for parent/child curriculum development. Four-year-olds and five-year-olds will attend the Even Start developmental classroom three full days a week including time spent in supervised interaction with their parents. For parents, adult basic education and GED instruction will be delivered via a variety of materials and techniques fitted to individual needs. Materials will include the Read-On Literacy Series, and Stek-Vaughn GED preparation books. The program also includes training in computer literacy skills.

ABSTRACT

New Castle Community School District

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Even Start

Amount of 1990 Award:	$122,912
Project Period:	48 Months
Academic Year:	12 Months

The New Castle Community School Corporation Even Start Program will provide services to approximately 55 families and their children ages three through seven.

Anticipated outcomes for the program include improved parent literacy and life skills, positive parenting, improved self-esteem for the total family, identification of parents' strengths, empowerment of parents, positive behavioral changes in family members, and development of appropriate developmental skills for children.

The project will combine a home based family-centered program with Adult Basic Education, English As A Second Language, and adult literacy for parents with quality development experiences for children.

Families needing childcare or transportation to participate in the program will receive support services when they are not available from another program or agency.

ABSTRACT

Council Bluffs Community School District

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Council Bluffs Even Start Program

Amount of 1990 Award:	$114,490
Project Period:	48 Months
Academic Year:	12 Months

The Council Bluffs Community School District will operate a family-centered Even Start program to serve approximately 25 children between the ages of one and seven and their parents. The program will have a site-based as well as a home-based component. Most site-based activities will take place at an alternative high school which offers GED instruction and childcare services. Participants will attend the site-based program three and a half hours daily.

Home-based activities will be provided by a family educator and paraprofessional and will consist of 90+ minutes weekly on parenting skills and GED instruction. GED preparation will also be available via Iowa Public Television with support from the family educator.

Support services for the program include parenting skills training, career planning and home management activities, and health screening. Activities will include individual and group oriented instruction focusing upon individual family needs.

The program will operate throughout the summer months in collaboration with the City of Council Bluffs' Parks and Recreation programs.

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Jefferson County Public Schools Even Start

Amount of 1990 Award: $203,460
Project Period: 48 Months
Academic Year: 9 Months

The Jefferson County Public Schools will provide family-centered educational services to 2,224 participants. A flexibly scheduled, year-round program based on non-traditional hours and non-traditional settings is provided for both child and parent. The project is both center and home based and will focus on at-risk families with children ages one through four.

The project will operate 45 hours including two nights per week. Center-based scheduling includes 35 hours per week in adult-literacy/employability skills training. Home-based services will be provided 8 hours per week on a year-round basis as well.

ABSTRACT

Ohio Valley Educational Cooperative

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OVEC Even Start Project

Amount of 1990 Award:	$341,102
Project Period:	48 Months
Academic Year:	12 Months

The Ohio Valley Educational Cooperative (OVEC) is a regional educational cooperative of 13 school districts in North Central Kentucky. Nine of these districts will participate in this project to provide services to approximately 135 families. A combination of home-based and school-based activities featuring the High/Scope curriculum, classes in parenting (Early Childhood STEP program and the Bowdoin Method), parent opportunities for observing and modeling appropriate teaching techniques and activities with their children, and supplemental tutoring for parents.

The Early Childhood STEP program focuses on helpful techniques to improve family communication and encourage cooperation plus effective discipline strategies that promote both self-esteem and mutual respect. The Bowdoin Method involves parents in the education process, helping them to develop within their children the skills and attitudes that will increase academic success.

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New Orleans Public Schools Even Start Program

Amount of 1990 Award:	$247,500
Project Period:	48 Months
Academic Year:	11 Months

The New Orleans Public Schools will serve 2,250 parents and their children between the ages of four and seven in school-based centers. Funds will be used to implement the National Diffusion Network program KIDS KITS (Kids Interest Discovery Studies KITS). The KIDS KITS program is a multimedia approach to learning that promotes independent, self-directed learning, thinking and questioning skills; research and study skills; and awareness and use of learning resources.

Centers will operate during the school year as well as eight weeks during the summer. In addition to the KIDS KIT program, Systematic Training for Effective Parenting Programs (STEP) and Comupter Assisted Instruction (CAI) will be provided. STEP will be used once a month to teach parenting skills and CAI will be used five days per week to teach literacy skills to parents and their children between the ages of four and seven. Each family unit will attend one two hour session once a week.

ABSTRACT

Bangor School Department

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Even Start Family Literacy

Amount of 1990 Award: $88,108
Project Period: 48 Months
Academic Year: 12 Months

The Bangor School Department has proposed an Even Start Family Literacy project to improve the literacy skills of parents, strengthen the educational foundation of children, and foster a shared commitment to education and facilitate life-long learning. The project will operate year-round and will include both home-based and site-based components.

Using a team approach a coordinator, early childhood education specialist, adult education specialist, and a social worker will recruit and screen participants, design learning activities, provide one-on-one and group instruction, monitor progress, and make referrals to outside agencies when indicated. The project will serve children between the ages of one and seven and their parents.

Although the proejct will be home as well as site based, the first phases of instruction will all occur in the home. This will allow participants to become comfortable with the project and its staff within the security of the home environment. As the project progresses, the focus will shift to activities held at several sites throughout the city. The home component will continue to play an important role, however, as home visits will be conducted on a regularly scheduled basis.

Two of the three program components, Parents As Learners and Children As Learners, will include an Individual Education Plan (IEP) for participants. Parents will contribute to the development of their IEP and it will focus upon strengthening math and reading skills, pareparing students for the GED program, and the development of critical thinking and survival skills. The IEPs for children will focus on language development, cognition, personal and social skills, self help, gross and fine motor development, and writing skills. The Parents As Teachers component will include training, on a voluntary basis, for parents in school classroom programs.

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Family Literacy: Together, A New Beginning

Amount of 1990 Award:	$170,895
Project Period:	48 Months
Academic Year:	12 Months

The Baltimore County Family Literacy program will serve 555 children between the ages of three and seven and their parents. The program will include adult education and support services, provide an early childhood classroom, offer a home visitor program, an internship program, a Parent And Child Kit (PACK) program, and family night experiences for enhancing family interactions.

Adult Basic Education or GED classes will be offered at three locations and parents will participate in the class that best suits their needs and goals. The home visitor program will provide regular visits by a trained paraprofessional and bring a variety of activities the family can do together. The internship program allows parents the opportunity of watching their children interact with an education professional and discuss their observations. This will help model positive interactions for the parents and enhance their interactions with their children.

The PACK program will be designed to help children in the early childhood classroom as well as the parents. Children will take home a bag filled with instructional activities carefully selected by the classroom teacher. Explicit directions will be included for the parents, and parents will work with the material and maintain a journal containing their experiences with regard to these activities.

Program support services will include counseling, crisis intervention services, and social services.

ABSTRACT

Carroll County Board of Education

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Carroll County Even Start Project

Amount of 1990 Award:	$103,623
Project Period:	48 Months
Academic Year:	12 Months

The Carroll County Even Start project will provide services to approximately 100 children between the ages of one and seven and 50 parents. The program design includes mentoring services, instruction in literacy and basic skills, early childhood education, parenting education, shared learning experiences, and linkage with existing services.

Families will attend two or three hour sessions for a minimum of two times each week. For one hour, parents and children will work as a unit; during the second hour children will be engaged in age and level-appropriate activities while their parents are involved in literacy and parenting education. Parents and children may again take part in joint activities after the second hour as their needs dictate.

Participants will work on specially designed activities together at home, and mentors will provide regularly scheduled outreach by visiting families to assist them in identifying goals and support services and to monitor progress.

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Project FLIP
Family Learning--An Integral Partnership

Amount of 1990 Award:	$92,443
Project Period:	48 Months
Academic Year:	12 Months

Project FLIP will attempt to strike a balance between delivering services at the schools and at participant's homes. The program intends to serve 40 children, between the ages of three and six, and 40 parents.

A crucial element of Project FLIP is the home-based component. It will be modeled after the Portage Program. The home-based teacher will be responsible for coordinating activities with the children's teacher at the Center.

The program will also provide counseling services geared toward eliminating dysfunctional patterns that may have been previously developed.

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PACT PROGRAM: Parents and Children Together

Amount of 1990 Award:	$155,417
Project Period:	48 Months
Academic Year:	12 Months

The PACT program will provide 250 participants with family-centered education, literacy learning, and computer assisted instruction.

The objective of providing family literacy training will be accomplished through: joint and individual learning activities for parents and children in the community computer center, family activity sessions in the public school's Parent Resource Room, use of the school's lending library of childhood and parenting materials, parent education sessions, home visits by an early childhood specialist, Somerville Public Schools early childhood classes for the children, Adult Basic Education classes in literacy, and High School Equivalency or English as a Second Language at the Somerville Public Schools' Adult Learning Center.

The primary purpose of PACT is to encourage family members to learn together by giving the parents the opportunity to learn skills needed to support their children in the home environment as well as in school. This will be achieved through supportive home vists and group sessions.

ABSTRACT

Mount Clemens Community Schools

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Even Start for Mount Clemens Families Project

Amount of 1990 Award:	$245,932
Project Period:	48 Months
Academic Year:	9 Months

Mount Clemens Community Schools, a predominantly urban district, intends to serve 400 parents and children ages one through seven.

The project is both center and home-based and various instructional and support services are provided in the program. Services include, but are not limited to, adult basic education, effective parenting skills, computer assisted instruction, parent-child support activities, parent-child learning activities, home-school parenting skills development, and practical life skills training.

The instructional philosophy of the program emphasizes parents and children learning together through activities designed to reinforce academic strengths. Linkages exist between the Mount Clemens Pre-School, Head Start, Chapter 1, Be F.O.U.R., Special Education Preschool, and the Instructional Technology and Education programs.

ABSTRACT

Minnesota Independent School District 281

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Program to Provide Integrated Ault Basic Education Parenting and Childcare Activities

Amount of 1990 Award: $177,849
Project Period: 48 Months
Academic Year: 12 Months

The Robbinsdale Area's Even Start program will be interwoven into Independent School District 281's comprehensive service to families. The program linked closely with Chapter One, will integrate the services of Adult Academic and Parent-Child programs and will draw upon district services including special education, community relations and publications, finance, transportation, food and custodial services.

Curriculum for basic skills Instruction will include materials addressing parenting skills, and parenting curriculum will reinforce language development and problem solving. Example activities include using children's literature and storytelling for language arts instruction, using journal writing for language arts instruction and for parenting education dialogues and using the language experience approach in readding and writing instruction for parenting instruction.

Lack of adequate transportation remains a barrier to participation for some eligible families. Even Start staff, district staff and coordinating agency staff will work to eliminate this barrier. School buses will transport families on a space available basis to daytime programming, mileagge for private vehicle use will be offered, subsidized public transportation will be provided, and some Even Start contracted transportation will also be available.

During the summer months a narrower range of program options will continue to be available. Some activities will be available for fewer hours. Family activities, normally offered only during evening hours and on Saturdays, will be offered during weekdays.

Families will participate in home-based services, developmentally appropriate educational services for children, parenting education, and basic academic programming. The program will serve a total of 300 families over a four-year period.

ABSTRACT

Willmar Public Schools, ISD #347

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Willmar Home and School Partnership Project

Amount of 1990 Award:	$168,370
Project Period:	48 Months
Academic Year:	11 Months

The Willmar Home and School Partnership Project is a pilot project implemented by Willmar Public Schools during the 1989-90 school term. The project was fashioned after Even Start legislation and aimed at providing comprehensive services to families where children were at risk of school failure. It was initially funded with limited Chapter 1 funds and will continue and expand with funds provided through the Even Start grant. Services will be provided to 239 children ages one through seven and their parents from Hispanic, Native American, Black American, and Anglo populations.

The program is both home and center based. Center based programming for children ages three to first grade enrollment will include parent-child interaction time, student small group interaction time and a child-centered approach in which the child initiates and the teacher responds through active engagement in free play. The weekly home-based programming model for children ages one and two will include a one day per week center-based class for parent support and socialization as well as a rich environment conducive to experiential learning.

Parent education will also be offered in the home. For parents, on-site basic education opportunities will be offered through existing adult programs; and parent education materials, use of children's books for reading to one's child, and other materials will be suggested as curriculum materials for the adult education classes.

ABSTRACT

Hollandale School District

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Project Family

Amount of Award:	$191,751
Project Period:	48 Months
Academic Year:	12 Months

Project Family is designed to serve approximately 950 preschool children and their parents in a Quality Education Program model.

Its major goals are to establish a model parent/child/school and community partnership resulting in higher student success in school, to reduce the dropout rate and increase adult literacy, to develop societal expectations that promote literacy, to develop social and emotional competence for parents and children, to improve the health of participants, strengthen family units, and produce economic and social community benefits.

Center-based project services will be provided at two neighborhood schools, three Head Start centers, and at a teen parenting center where preschool programs are operated. Parents of participating preschool children will receive child/parent partnership and literacy training. Developmental program activities for children while parents observe and/or attend adult literacy/GED programs will be provided. Children will also participate with their parents in literacy training activities where staff will "coach" parents in appropriate child support strategies while they simultaneously acquire literacy skills.

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Bosworth R-V School District
Even Start Program

Amount of 1990 Award: $97,384
Project Period: 48 Months
Academic Year: 12 Months

The primary goal of the Bosworth School District Even Start Program is to help parents be their children's first teacher and become more literate in the process. This will involve a combination home and center-based approach.

Funding will enable the school to employ two early childhood teachers for the preschool and Parents As Teacher Program, one day care worker, and one adult education coordinator. Training for the project will be provided by the Kenan Trust Family Literacy Project.

The primary components of the program will be based on PACE, a nationally validated program, and the Kenan Trust Family Literacy Model.

Other aspects of the project include a toy lending library, year-round operation, the provision of transportation at no extra cost to the program, and collaboration with the University of Missouri in providing Computer Assisted Lesson Services (CALS).

The program will serve approximately 150 clients, including children between the ages of one and seven and their parents.

ABSTRACT

Webster Groves School District

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Even Start
Webster Groves School District

Amount of 1990 Award:	$245,809
Project Period:	48 Months
Academic Year:	9 Months

The Webster Groves Even Start project will serve 120 children between the ages of one and seven and their parents who are in need of GED preparation or literacy tutoring.

The project will operate two sites: a family learning center easily accessible to the majority of target families, and an early childhood center. The family learning center will serve 96 families whose children are ages one through four, and the early childhood center will serve 24 families with an expanded developmental kindergarten program and a new junior first grade program.

The Even Start program of Webster Groves has two primary components: (1) Activity/lesson sessions and (2) Home visits. Each family having a child between 1-4 will meet with its assigned parent educator in small groups two times a week at the family learning center for activity and lesson sessions. For those parents with children 5-7, a junior first grade will be implemented for their activity sessions which will take place once a week.

A parent educator will also visit the home of each family once per month to help parents create an environment that will foster learning skills and independence, to encourage parents to enroll in appropriate literacy classes, and to become aware of and address any issues that could possibly undermine the success of the program.

Some unique aspects of the project include support group meetings, field trips, computer assisted instruction, and a Buddy System in which a volunteer parent is available for crisis intervention and support for the parents.

ABSTRACT

Union City Board of Education/
Union City Day Care Program, Inc.

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Union City Even Start Project

Amount of 1990 Award:	$152,301
Project Period:	48 Months
Academic Year:	9 Months

The Union City Even Start Program will serve approximately 40 children between the ages of one and six and 36 parents during its first year of operation. In program years 2-4, up to 18 additional parents and 20 additional children will be enrolled annually. The total number served over a period of four years in approximately 100 children and 90 parents. Project participants will be primarily of Hispanic heritage.

The program design includes both a center-based and a home-based components. The center-based component provides liteacy training, adult education, child development and parenting education, nutrition education and food preparation training and JTPA funded job training. Children of participating parents will be provided full-time day care in the same facility and will participate in developmentally appropriate early childhood education experiences designed to enhace the prospect of elementary school success. Parents and children will participate in joint activities each day and daily during parenting-education modules. The home-based component provides child developmental tutorial services.

During the summer months, parents and children will jointly participate in recreational and cultural enrichment activities designed and carried out by Even Start staff members.

ABSTRACT

Madison-Oneida BOCES

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Madison-Oneida Even Start Project

Amount of 1990 Award: $217,759
Project Period: 48 Months
Academic Year: 12 Months

The Madison-Oneida Board of Cooperative Educational Services (BOCES) proposes to operate an Even Start project for the residents of the ten component school districts that make up the BOCES region. From two-thirds to three-fourths of the target population will be rural families, the remainder will be urban.

The project will initiate a new service: a home-based parent education component in which one of five case workers is assigned to visit the family for at least one hour per week throughout the year to facilitate learning activities in the home.

A range of center-based and home-based adult education options will be offered including Adult Basic Education, GED training, English as a Second Language, and New York State External Degree Program.

The project will serve 100 families and the project budget includes funds for transporting five case workers to remote rural families and for books and equipment for parents to use with their children.

ABSTRACT Greensboro Public Schools

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Greensboro Public Schools

Even Start Program

Amount of 1990 Award:	$132,434
Project Period:	48 Months
Academic Year:	12 Months

The Greensboro Public Schools, in collaboration with the University of North Carolina at Greensboro, Greensboro College, MOTHERREAD, and Project Uplift, will provide services to participants.

The project consists of three components: A model program, technology-based education and in-service training. The Model Program will document, by research and evaluation, what works best to achieve Even Start goals by using home-based and center-based activities. The primary emphasis of this component is on parent-child interaction as a vehicle for enhancing literacy skills. The technology-based education component intends to create a fundamentally new learning environment for Even Start parents and children. Using computers and interactive videodiscs, it will incorporate in the model program technology-based activities for the parent and child at the computer. The in-service component is at the heart of the program and will share the Even Start approach and the learning gained through the model program with a broad range of teachers and educators.

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Even Start Program
for Community School District #2

Amount of 1990 Award:	$207,278
Project Period:	48 Months
Academic Year:	12 Months

Amount of 1990 Award:	$207,278
Project Period:	48 Months
Academic Year:	12 Months

NYC District #2 will serve 326 preschool and school age children and parents. A combination of in-home parenting education, transitional support for the children as they enter school, and services that link parents with the resources they need to become more employable will be provided in a Chinatown and Lower Eastside neighboorhood of Manhattan.

The project will be located at one of the fourteen Community NYC community Schools, that has developed expanded programs, including a Family Education and Computer Training Program, English as a Second Language Program, GED Outreach, health programs, and extended week and extended enrichment programs, an infant toddler center and vocational training opportunities.

The project has two components. One will serve 76 families of preschool children, providing regular in-home visits with parent educators and referral services for parents and other esources. In addition, 40 school-age children and 20 additional parents who do not have preschool-age children will be served by the sercond school-age component to support their transition to the regular school environment.

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Even Start: A Family Centered Approach to Literacy

Amount of 1990 Award:	$222,123
Project Period:	48 Months
Academic Year:	12 Months

The Alamance County Schools will implement an Even Start project to serve 170 children and their parents. Services will be both home and center-based, and activities that focus on four-year-old children, their parents and siblings up to age seven will be included.

Participants in the program will be served by three major components: Parents As Teachers, Parents As Learners, and Children As Learners. Family centered activities that integrate early childhood education and adult education will focus on parents and children as a unit. Special efforts will be made to identify and recruit minorities and the limited English speaking population.

The program will be coordinated with programs under Chapter 1 and Chapter 2, the Adult Education Act, Education of the Handicapped Act, Head Start, Volunteer Literacy Programs, Parents As Teacners Project, and other relevant programs.

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Twin Buttes Even Start Project

Amount of 1990 Award:	$177,368
Project Period:	48 Months
Academic Year:	12 Months

The Twin Buttes Even Start program will serve approximately 114 children between the ages of one and seven and their parents. The targeted group is unique in that it is composed of parents and children from the Mandan, Hidatsa, and Arikara tribes. The project will be school-based and it will utilize a community centered network approach to link services of the reservation to the needs of Even Start participants.

Services to assit in limited English proficient skills training will be provided and the program will operate on a year-round basis.

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Barberton Even Start:
A Comprehensive Family Literacy Program

Amount of 1990 Award: $149,094
Project Period: 48 Months
Academic Year: 10 Months

The Barberton Even Start program will serve parents and their children ages three through five in an effort to break the intergenerational cycle of illliteracy by improving the basic skills of parents, child care skills, and by uniting parents and children in positive educational experiences.

The program will feature an interagency approach with parents and their children first receiving services from both the Barberton Even Start program and the Barberton Community Education/Family Literacy program. Services will then be provided by the Barberton Head Start program and finally, services from the Barberton City Schools Chapter 1 program.

During the first year of the project, 112 families with three-year-old children will receive services through a home-based family literacy program. The adult participants willl be provided with basic skills and parenting instruction through the Barberton Community Education/Family Literacy program. During the second year of the project, all first year participants will continue receiving services through the Barberton Head Start programs as well as the Barberton Community Education/Family Literacy program and a new group of 112 families will be identified for participation. During the third year of the program, first year parents and children will continue to receive services throughout the Barberton City Schoolds Chapter 1 kindergarten program and the Barberton Community Education/Family Literacy program.

Second year parents and children will receive services through the Barberton Head Start program as well as the Barberton Community Education/Family Literacy program. At this point a new, and final, group of 112 families will be identified for participation and receive the same services as previously identified.

Activities and programs will be designed to meet the developmental needs of both the parent and child.

ABSTRACT

Tulsa Independent School District #1

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Even Start: A Focus on Parent and Child as New Partners in Learning

Amount of 1990 Award:	$59,361
Project Period:	48 Months
Academic Year:	12 Months

The Tulsa Even Start program is targeted at eligible parents and children as partners in education intervention and development through center-based, home-based, and community-based service delivery. Early childhood development classes for children and GED, adult education classes, and family support services will be children ages one through seven.

The center-based intervention component of the program will provide parents training to support the educational growth of their children. Services provided at the center-based site include provision of a parent lounge for interacting; a Resource Lending Library containing home activity learning kits, books, videos, magazines, etc., for checkout; a parent information board to post items of interest and other information; a swap barrel for toys, appliances, and articles of clothing; and workshops and presentations designed around interest and needs of participants.

The home-based intervention component will involve and reinforce the role of parents as prime educators of their children. Integraged instructional services will be provided and monitored regularly.

ABSTRACT

Arin Intermediate Unit 28

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Mobile Preschool Program: A Family-Centered Rural Way To Provide an Even Start for Young Children

Amount of 1990 Award:	$250,000
Project Period:	48 Months
Academic Year:	12 Months

Arin Intermediate Unit 28 will provide a mobile preschool, parenting, and family literacy program for 180 children and parents.

Two vans will be purchased for this project, with one being used in each of two counties. Each twenty-six foot van will look much like an ordinary recreational camper outwardly, but will be divided into three instructional spaces on the inside: a meeting area for adults, a preschool for children, and a kitchenette and lavatory.

Each van will be staffed by a preschool instructor and an adult instructor; and in nine half day sessions per week the two vans will visit 18 sites in two counties, with a half day being devoted to staff preparation and home and agency visits. A group of four parents and their four to six preschool children will participate in each session, and for part of each session parents will work with the adult educator on literacy and child rearing issues while the preschool instructor works with the children on developmentally appropriate tasks.

The project's family literacy curriculum will reflect a highly individualized approach focusing on the adult learner's basic academic skills as well as activities related to improving the children's literacy potential.

Local recreational facilities, in addition to the vans, will be used during the summer months, and activities will be adapted to include siblings.

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Philadelphia School District Even Start Program

Amount of 1990 Award:	$243,610
Project Period:	48 Months
Academic Year:	12 Months

The Philadelphia School District will provide services to approximately 500 children between the ages of one and six and their parents. Most project activities will occur in participant's homes and six target school sites in Chapter 1 attendance areas.

The project will include five major components: (1) Recruitment/ Outreach through a collaboration with city agencies and intake activities including a family intake rquestionnaire; (2) Parent Literacy Training: (3) Parenting Skills Training using a variety of approaches including group workshops and home visits by parent educators and parent/infant-toddler enrichment; (4) Home-School Linkage (H-S L) home-based parent-child activities, educational materials and equipment libraries, and arts in education workshops; and (5) summer programming to provide continuity in all program areas including H-S L activities, a parent cooperative nursery school, and the continuation of parent literacy activities.

The project will coordinate services with Chapter 2, Adult Education Act, Job Training Partnership Act (JTPA) and Head Start. Community agencies and organizations will also be involved in the planning and provision of services.

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Project Life

Amount of 1990 Award:	$249,990
Project Period:	48 Months
Academic Year:	12 Months

The primary goal of project LIFE (Literacy Is Family Empowerment) is to strengthen the family literacy background and give each child an Even Start for educational and ongoing life success. The program will serve 200 families with children ages one through seven. It will coordinate services of the school system, Department of Human Services, Southeast Tennessee Private Industry Council, ABE/GED Programs of Chattanooga State Technical College, and Senior Neighbors.

Project LIFE will use six major approaches to achieve program success: (1) provision of general literacy programs to meet diverse needs, (2) provision of training in parenting and life skills, (3) provision of support services to make education and literacy training accessible to parents, (4) support to parents and schools in development of stimulating learning environments in both home and school, and (5) provision of quality child care for four-year-olds in selected Chapter 1 schools.

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Hancock County Schools Even Start Program

Amount of 1990 Award:	$159,224
Project Period:	48 Months
Academic Year:	10 Months

The Hancock County Schools Even Start program will serve 150 children between the ages of one and seven and their parents. The program is family centered, and home based and will operate in collaboration with Head Start, ETS, and the State Department of Education.

The program will operate in five sites and will provide at least one literacy training class. The major thrust of the program, however, will take place in the home to provide greater opportunity for individual attention to the family and provide a familiar environment where the parent and child can work together.

The primary goals of the project include increased literacy skills and improved parenting skills for parents to better assist in their children's development; and the acquisition of developmental and educational skills for children to enhance their likelihood for success in regular school.

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Dallas Even Start Project

Amount of 1990 Award: $242,531
Project Period: 48 Months
Academic Year: 12 Months

The Dallas Even Start project will provide family-centered education to approximately 1,653 children ages one through seven and their parents. The predominant population is comprised of minority families.

Training sessions, home visits, educational internships, and enrollment in in-district programs such as Adult Basic Education, Aid to Families with Dependent Children, and Adult Literacy Program will serve as vehicles to help parents become knowledgeable and comfortable as the first and most important teachers of their children.

Opportunities for enrollment in the Dallas Community College Systems and other adult programs will also be offered. Other services offered include library services, child care, bus transportation, and health and social services.

The project will primarily serve minority families, approximately fifty percent of whom are limited English proficient. Parent training and material used will be in the parent's dominant language. Two literacy instructional components used in the project are the Home Instructional Program for Preschool Youngsters (HIPPY) and Parents as Partners in Reading.

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Family Literacy Program

Amount of 1990 Award: $194,875
Project Period: 48 Months
Academic Year: 9 Months

The Hopewell Public Schools will provide an Even Start program to assist parents and children toward the fulfillment of their potential for intellectual, emotional, psychological, and social growth.

The project will use a multi-family approach. A preschool, parent, and child care center, and an Adult Basic Education program will be offered in one of the local schools. Project curriculum will include effective parenting skills and child development structured child/parent interaction sessions at home and at school, and the High/Scope learning model.

The adult component of the project will emphasize functional literacy, self-confidence, life coping skills, and goal setting through instruction in mathematics and reading, involvement in a parent support group, and participation in workshops and in-services. Each adult will spend a minimum of two hours per day and four days per week in academic classes and an average of two hours per month will be spent in the preschool classroom.

The preschool program will focus on language development, reading readiness, arithmetic readiness adn spatial relationship, fine and gross motor skill development, and socialization skills.

Parents will engage in planned, structured activities with their children. Parent-child interaction will be reinforced at home through parent-made instructional and developmental activities.

ABSTRACT

Socorro Independent School District

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Socorro ISD Even Start Program

Amount of 1990 Award: $309,302
Project Period: 48 Months
Academic Year: 12 Months

The Socorro Independent School District (ISD) will implement a year-round project for those determined as most in need of services due to their level of education, language proficiency, socio-economic status, and number of children under age seven. The predominant ethnic group the project will serve are those of Hispanic heritage.

The program will be conducted in the homes of the students and their parents and in three centers located strategically to encourage participation.

Major project goals and objectives are to: (a) implement and conduct a project for approximately 1,524 children ages 1-7 and 1,014 parents and develop separate parent-child components for ages 1-3, 4-5, and 6-7; (b) implement the use of the Family Learning Program for early literacy skills for parents, for the development of age-appropriate literacy skills for children, and for the development of parenting skills; (c) implement the Principal of Alphabet Literacy System (PALS) for instructing literacy for parents using computer assisted instruction; (d) Utilize the OUTREACH parenting and literacy materials to develop additional parenting and academic skills; (e) use the OUTREACH, Family Learning, and district developed curriculum to teach general parenting skills; (f) coordinate and direct the provision of services through cooperating programs and agencies; and (g) provide literacy training through regular adult learning courses for parents.

Relevant instructional and support services will be provided to special populations, including limited English proficient students, recent immigrant students, and handicapped students and their parents.

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Arapahoe Even Start Project
Age 1-7 Program for
School Readiness - Adult Education Program

Amount of 1990 Award: $223,580
Project Period: 48 Months
Academic Year:

The Fremont County School District will provide services to 159 children and their parents who are members of the Arapahoe and Shoshone Indian tribes.

The goals of the program include increasing the literacy of parents, training parents to support the developmental and educational growth of their children, and preparing children for success in regular classroom settings.

The project will offer parent workshops on information to help parents become more effective as their children's most important teacher. Parents will have input in choosing workshop topics that will include child development, self esteem, positive parenting techniques, the importance of reading and talking to children, nutrition, personal appearance, how to use available community resources, how to be involved in their children's formal education, and how to help their children at home to make them more successful in school.

Parents will also be helped in the home to strengthen their roles as their children's most important teacher. Home visits will be made twice a month to help parents and children in the implementation of the Family Development Plan. Modeling will also occur for parents to help them work with their children using a parent focused approach to teaching.

The program will not operate fully during the summer months; however, orientation, training, and in-servicing will take place at this time.

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Project: CAPE/Madison
Children and Parents in Education

Amount of 1990 Award: $132,431
Project Period: 48 Months
Academic Year: 9 Months

Project CAPE was implemented in October 1989 in an inner city elementary school. It is modeled after the Kentucky PACE program and currently serves 18 parents and 19 children in a full day program four days per week. Even Start funds will be used to expand project CAPE to serve 40 additional families.

The project consists of three components: early childhood, adult literacy, and a literacy component for parenting, life, and employability skills.

The project has three primary components: adult literacy, early childhood and intergenerational literacy. The adult literacy component proposes to instruct adult learners in small groups based upon their interests as opposed to their levels of ability and they will be encouraged to bring in their own reading materials as often as possible. The High/Scope foundation framework for developmentally valid education for early childhood learners. Since the High/Scope curriculum emphasizes experiential foundations with the adult as a guide through the process, encouraging children to explore through speaking, listening, telling stories which are written down for them, and scribbling their own stories and picture stories, this curriculum will assist children in becoming better readers.

Lastly, the primary objectives of the intergenerational component is to change behaviors to improve the literacy climate of the home. To accomplish this objective, both parent and child will work as a unit to improve their individualized skills while assisting each other in changing behaviors. Parents will receive instruction in-parenting skills, discipline techniques, structuring the home environment to include responsibilities for their children, communication skills in dealing with their family, positive reinforcers to use with their children, assistance with developmental skills which their children lack, and learning how to read books to their children at home.